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ABSTRACT

This speech, by a member of the American Association of Colleges for Teacher Education's Commission on Education for the Profession of Teaching (CEPT) and one of the authors of the CEPT report, is a discussion of CEPT. He begins by discussing whether or not the teaching profession and teacher education are "real" professions. He takes the view that they are not and that the task ahead for teacher educators is to know what constitutes a "real" profession and to pursue it with wisdom and vigor. Next, he talks about problems in schools, and states that no effort to improve schools in America is likely to succeed until progress is made in improving the professional education of teachers. He urges that the governance of the teaching profession must be given to teacher educators and not to the states. He believes that one way to achieve a professional status in teacher education is to increase the teacher education curriculum to include a fifth year internship. He highlights portions of the CEPT report and states that the commission is neither uncritical of nor does it defend universities and their performance in teacher education. He concludes that the teaching profession will be a "real" profession when society recognizes teachers as highly competent professionals, when the universities and colleges accord them status, when the profession supports and cherishes them, and when their own self-respect and self-esteem tells them that they are real at last. (RC)

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17th Annual
Charles W. Hunt
Lecture

Robert B. Howsam

ED 118538

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Now you shall be

REAL TO EVERYONE

American Association of Colleges for Teacher Education

2

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CHARLES W. HUNT
The Lectures and the Man

Through the Charles W. Hunt Lecture, given at each of the Annual Meetings of the American Association of Colleges for Teacher Education since 1960, AACTE proudly acknowledges its debt to this dedicated educational statesman.

Though he spent most of his professional life as an administrator, Charles Hunt rightly insisted on identifying himself as a teacher. His infectious enthusiasm for life and his championing of the God-given right of every individual, young or old, to develop to maximum potential are qualities which always marked his commitment to the preparation of teachers. His vitality and determination to move ahead in reshaping teacher education, and his skill in firing up others to do so are in the best tradition of the good teacher.

As champion of the democratic ideal, he counseled grassroots organization and solidarity to accomplish reform. As a true pioneer in teacher education, he was wise enough to view the community not only as a laboratory, but as a source for ideas and support. A teacher, communicator, and an agent for change, he "shook the ideas and structure" of teacher education.

As AACTE Executive Director Edward C. Pomeroy said at the memorial service for Dr. Hunt September 5, 1973: "Without a man of the vision of Charles Hunt and the encouragement he provided, certainly the history of these past 50 years in American education would have been significantly different." Indeed, much of importance in organized teacher education happened in his lifetime.

B[illegible] in Charlestown, New Hampshire in 1880, Charles Wesley Hu[illegible] educated at Brown University (B.A. 1904) and Columbia Un[illegible]y (M.A. 1910, Ph.D. 1922), all the while teaching English in N[illegible]ngland and New York until he began a supervisory career

in 1910. In his 18 years as college president, from 1933 to 1951, he helped to transform an old normal school at Oneonta into the State University of New York at Oneonta, a multipurpose institution within a state system of colleges.

Our Association owes much to Charles Hunt. Serving voluntarily for 25 years as secretary-treasurer (1928-53), he was instrumental in transforming the American Association of Teachers Colleges into the American Association of Colleges for Teacher Education. Until his death, he continued to serve as consultant to the Association's Board of Directors. His inspiration still guides AACTE and its professional men and women who represent their institutions.

The Lecture Series is conceived as a continuing professional tribute to the years of leadership and service which Dr. Hunt gave to education. When this series was begun in 1960, Dr. Hunt advised us to hold fast to "enduring faith in our purposes, faith in our fellow workers, and faith in the democratic tradition and process." Such dedicated commitment is still needed today to lift the quality of education in American society. Charles Hunt has built a model that will serve future professionals well.

ROBERT B. HOWSAM
Dean, College of Education
University of Houston
Houston, Texas

The Hunt Lecture has for 17 years been considered the keynote of the AACTE's Annual Meeting—a consideration of conditions in teacher education today and outlook for the immediate future. In 1976, this holds true to a greater degree than ever before.

Two years ago, the AACTE Board of Directors appointed a Bicentennial Commission on Education for the Profession of Teaching (CEPT), to analyze the needs of our profession and chart a course for the future. Their major efforts have culminated in publication of a book, *Educating a Profession*,* which has become the central focus of the 1976 AACTE Annual Meeting, in a bold new meeting design.

It is not surprising, therefore, that the chairman and one of four writers of the Commission report, Robert B. Howsam, was asked to deliver the Charles W. Hunt Lecture. His selection to chair the Commission also came naturally, after years of participation in AACTE activities and a lifetime devoted to professional development.

Dr. Howsam began his professional studies in Canada, receiving his B.Ed. and M.Ed. degrees from the University of Saskatchewan. He served as teacher in rural, town, and city schools; he was vice-principal of a city school and principal of a demonstration school. He earned his Ed.D. degree from the University of California at Berkeley, where he was associate professor of educational administration. In six years at the University of Rochester, he was professor, then chairman of the Department of Educational Administration, and associate dean of graduate studies. He moved to his present position of dean, College

*Robert B. Howsam (chairman), Dean C. Corrigan, George W. Denemark, and Robert Nash, *Educating a Profession*, Report of the Bicentennial Commission on Education for the Profession of Teaching (Washington, D.C.: American Association of Colleges for Teacher Education, 1976).

of Education, University of Houston, in 1966. Among his program development efforts there has been a competency-based teacher education project for which the College has been widely recognized. The new College of Education building, planned and built during his tenure, is considered an outstanding structure.

Dr. Howsam has conducted surveys of educational programs and administrative organizations in California and New York; and his research covers areas of teacher competence, administrative certification, and personnel administration. His dynamic speaking and writing styles have brought numerous invitations to lecture and publish on such topics as governance and management in teacher education, change and reform, competency-based teacher education, and the need for reconceptualizing the role of the school in American society.

The American Association of Colleges for Teacher Education is grateful for the contributions of this noted educator. Howsam was a member of the AACTE Board of Directors (1972-74) and its Executive Committee, and served on the former Subcommittee on Policy Making and Implementation of the Committee on Studies (1968-71). He is a chief institutional representative of AACTE and has served on review committees of the National Council for Accreditation of Teacher Education. He is also a member of the Texas Committee on Teacher Education and Professional Standards.

Dr. Howsam considers his recent service on the AACTE Bicentennial Commission a highlight of his professional career. He and the other CEPT members, as well as the Association, hold great hopes that the CEPT Report will stimulate intense discussion among all involved groups for years to come, and subsequent improvement of teacher education and the teaching profession.

Now you shall be REAL TO EVERYONE

Robert B. Howsam

The 17th Annual Charles W. Hunt Lecture

Presented at the 28th Annual Meeting of the American Association of Colleges for Teacher Education Chicago, Illinois, February 25, 1976

This evening I approach my task with strong feelings of challenge, of gratitude, and of trepidation.

I am challenged by the significance of the occasion, by awareness of the illustrious educators who have preceded me in this role, and by recollection of the contributions of the great teacher educator to whose memory this lecture series is dedicated.

I am gratified that AACTE President John Dunworth has chosen to forego his personal privilege of selecting the Hunt lecturer for the Bicentennial occasion in favor of an opportunity for the Commission on Education for the Profession of Teaching (CEPT) to launch and highlight its report. I am also grateful for the confidence which my colleagues on the Commission have placed in me as spokesman.

The trepidation arises from anxiety that I may fail to do justice to the contributions my colleagues on the Commission have made and to the expectations I know they have.

I should emphasize that the decisions about what I shall have to say have been made at my discretion and without the specific approval of these colleagues. Thus I am responsible for it. Nonetheless, we have been close both one to the other and each to all through the process; I could not disassociate my own ideas from theirs were I to try. Permit me then to acknowledge my indebtedness to them: Dean C. Corrigan, dean, College of Education, University of Vermont; George W. Denemark, dean, College of Education, University of Kentucky; Robert J. Nash, professor of education, University of Vermont; and David Imig, AACTE liaison.

Facing Fact and Future through Fiction and Fantasy

There is in the literature intended for young children a little 44-page illustrated book called *The Velveteen Rabbit or How Toys Become Real*[1] written by Margery Williams and published by Doubleday and Co., Garden City, New York. It was winner of the 1971 Lewis Carroll Shelf Award.

The Velveteen Rabbit has become a meaningful favorite among our faculty in teacher education. One is confronted frequently with knowing references to the Velveteen Rabbit or the Skin Horse. Autographed copies of the book have been presented and are personally prized; my own came from a faculty member who dedicates her life to the search for the better and the real in our profession and in teacher education.

I cannot read it all to you, but I do wish to share some pertinent parts. Hopefully it will prove enjoyable while at the same time setting the stage for what I have to say and putting into perspective the central purpose of our Commission activities.

> There was once a velveteen rabbit, and in the beginning he was really splendid. He was fat and bunchy, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a spring of holly between his paws, the effect was charming.
>
> There were other things in the stocking, nuts and oranges and

a toy engine, and chocolate almonds and a clockwork mouse, but the Rabbit was quite the best of all. For at least two hours the Boy loved him, and then Aunts and Uncles came to dinner, and there was a great rustling of tissue paper and unwrapping of parcels, and in the excitement of looking at all the new presents the Velveteen Rabbit was forgotten.

For a long time he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior, and looked down upon everyone else; they were full of modern ideas, and pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them and never missed an opportunity of referring to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed; he thought they were all stuffed with sawdust like himself, and he understood that sawdust was quite out-of-date and should never be mentioned in modern circles. Even Timothy, the jointed wooden lion, who was made by the disabled soldiers, and should have had broader views, put on airs and pretended he was connected with Government. Between them all the poor little Rabbit was made to feel himself very insignificant and commonplace, and the only person who was kind to him at all was the Skin Horse.

The Skin Horse had lived longer in the nursery than any of the others. He was so old that his brown coat was bald in patches and showed the seams underneath, and most of the hairs in his tail had been pulled out to string bead necklaces. He was wise, for he had seen a long succession of mechanical toys arrive to boast and swagger, and by-and-by break their mainsprings and pass away, and he knew that they were only toys, and would never turn into anything else. For nursery magic is very strange and wonderful, and only those playthings that are old and wise and experienced like the Skin Horse understand all about it.

"What is REAL?" asked the Rabbit one day, when they were lying side by side near the nursery fender, before Nana came to

tidy the room. "Does it mean having things that buzz inside you and a stick-out handle?"

"Real isn't how you are made," said the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real."

"Does it hurt?" asked the Rabbit.

"Sometimes," said the Skin Horse, for he was always truthful. "When you are Real you don't mind being hurt."

"Does it happen all at once, like being wound up," he asked, "or bit by bit?"

"It doesn't happen all at once," said the Skin Horse. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand."[2]

The story tells about how one night the Boy's then-favorite toy—a china dog—couldn't be found at bedtime, so Nana—who took care of the Boy—gave him the forgotten Velveteen Rabbit to sleep with. It immediately became inseparable from the Boy both by night and day.

One day the Rabbit was left in the garden. At bedtime Nana had to go out to get him. Returning annoyed, the story goes on:

"You must have your old Bunny!" she said. "Fancy all that fuss for a toy!"

The Boy sat up in bed and stretched out his hands.

"Give me my Bunny!" he said. "You mustn't say that. He isn't a toy. He's REAL!"

When the little Rabbit heard that he was happy, for he knew that what the Skin Horse had said was true at last. The nursery magic had happened to him, and he was a toy no longer. He was REAL. The Boy himself had said it.

That night he was almost too happy to sleep, and so much love stirred in his little sawdust heart that it almost burst. And into his boot button eyes, that had long ago lost their polish, there came a look of wisdom and beauty, so that even Nana noticed it next morning when she picked him up, and said, "I declare if that old Bunny hasn't got quite a knowing expression!"[3]

The story tells how one day two real rabbits came out of the shrubbery to where the Velveteen Rabbit had been left in the garden while the Boy played. They tried to get him to play with them, and they made fun of him and told him he wasn't real. This upset him greatly for he believed what the Boy had told him.

It tells too of how the Velveteen Rabbit became more and more shabby and worn—as the Skin Horse said he would—and of how the Boy had Scarlet Fever, after which the doctor ordered the toys in the nursery to be burned. The Velveteen Rabbit was to be included. But before the gardener found time to set the fire, a fairy appeared.

"I am the nursery magic Fairy," she said. "I take care of all the playthings that the children have loved. When they are old and worn out and the children don't need them anymore, then I come and take them away with me and turn them into Real."

"Wasn't I Real before?" asked the little Rabbit.

"You were Real to the Boy," the Fairy said, "because he loved you. Now you shall be Real to every one."[4]

He was turned into a real rabbit by the Fairy. "He was a Real Rabbit at last, at home with the other rabbits" who were told to "be very kind to him and teach him all he needs to know in Rabbitland, for he is going to live with you for ever and ever!"[5]

It is my thesis that the teaching profession and teacher education are not yet "real." They are, like the Velveteen Rabbit in the early part of the story, scarcely aware of what it takes to be real. Some among us are aware. Others love the profession and teacher education and so believe it to be real. But nowhere in the world, to my knowledge, are our profession and our programs of preparation accepted into the company of other professions as real.

There are places where teacher educators are trying to make us real. Some of these have the patience, the persistence, and the wisdom of Skin Horse. Others, unfortunately, are like the mechanical toys that think being real is having a buzz inside you and a stick-out handle; like the model boat who never missed an opportunity of "referring to his rigging in mechanical terms;" like the jointed wooden lion who "put on airs and pretended he was connected with Government." Their fate is to "boast and swagger, and by-and-by break their mainsprings and pass away" for they are only toys and will never turn into anything real.

Our task is to know what is real and to pursue it with all the wisdom and vigor at our command. Such stirrings are abroad both in our own country and around the world. Unfortunately, however, there are ubiquitous tendencies in the opposite direction. Many would give up on the hope of a genuine profession of teaching. Others despair of teacher education ever rising above the limitations of its present situation. Some would cast it aside as a worn-out toy. And we have no "Teaching Profession Fairy" that will spring from the ground where we drop our despairing tears and turn us into the "Real" thing. We have only ourselves.

The Commission on Education for the Profession of Teaching

In the spring of 1974, the Board of Directors of AACTE was concerned over conditions in teacher education and the need for some appropriate courses of action for the Association. Out of this concern came the decision to establish the Commission on Education for the Profession of Teaching.

Running through the discussion was the idea that the ingredients for a strong teaching profession and for effective teacher education were in existence. For some reason, however, they were not being used effectively. Needed was some sort of catalytic intervention that might eventuate in release of whatever it is that is inhibiting the progress that otherwise should be taking place. Board members found themselves referring to Abraham Flexner and the dramatic changes in medical education and the medical profession which followed

his 1910 report.[6] There seemed some possibility that a parallel situation might exist.

There was, of course, no thought that a report, a plan, or even direct action by AACTE and member institutions alone could or would solve the problems. Rather, they anticipated that a report could stimulate all concerned to address the problems. Together a solution might be found. Deep in the consciousness of all the Board members was the concern that we were letting ourselves, our profession, and the society down—also that time was passing us by. Soon it might be too late; the opportunity might be lost.

One other condition characterized the deliberations of the Board. It was convinced that the future lay in rapprochement and in collaboration. There was nothing to gain from a win-lose confrontation between and among the many parties with a stake in teacher education. Instead there should be a careful study followed by vigorous efforts. In this sense the Commission report would become the basis for future action.

What the Commission has presented to the Board is a consensual statement from four teacher educators. It has all of the limitations of a time-pressed effort by people who had their own responsibilities to attend to, at the same time as the study was being conducted. Resources were scarce. Involvement of others was necessarily limited—even more limited than we had hoped at first. More time to prepare and at least one further revision would have helped. But February 1976 approached relentlessly. Closure had to be achieved.

Despite its limitations, however, we make no apologies. The report, we believe, addresses the major issues. It is adequate for its purpose—that of providing a basis for wide involvement, of identifying and clarifying problems and issues, and of stimulating further efforts and activities.

Onto the scene during our deliberations came several significant works, each of which supplements our effort and adds to it both breadth and depth. Three are particularly worthy of mention: (a) *Schoolteacher*, by Dan C. Lortie;[7] (b) *Teacher Education. The Seventy-fourth Yearbook*

of the National Society for the Study of Education, Part II;[8] and (c) *Teacher Education in the United States: The Responsibility Gap,*[9] the new report of the Study Commission on Undergraduate Education and the Education of Teachers, which was generously made available in draft copy by Paul Olson. If teacher education in the United States is ready for a dramatic move forward—for a "Flexner effect"—our report abetted by the volumes just cited should serve to set it in motion. I commend them all to your priority attention.

Problems in the Schools

As all are by now more than sufficiently aware, this is 1976, the national Bicentennial anniversary. All across the nation there are efforts to recall the past, to recount contributions and progress, and to shore up if not rebuild the American sense of national pride. This nation started its existence with some of the highest aspirations ever bespoken by a people. It was to be a place where liberty, justice, and equality were to be the lot of all. Freedom was to reign; oppression was to be absent. Opportunity was to be open to all.

Out of those grand aspirations have come great achievements. Indeed, in any relative sense, the achievements far exceed reasonable expectations. In truth, however, the celebration is marred by the sobering realization that when the gilding and the glitter of technological and economic progress are removed, serious social problems remain. Not the least of these is education of the public.

It is not that effort has not been put forth. Every state has an elaborate system of schools which provide free universal, compulsory education. Each state provides for the preparation and licensure of teachers. Local communities share with their state responsibility for the curriculum, governance, and management of their schools. Facilities, and services such as health, food, and transportation usually are well-developed. But the problem of educational effectiveness continues to grow with each passing year. As it does, new efforts are mounted, often at federal instigation, and often with federal support and regulation. Students with a learning problem (who once were separated to enhance their learning) are "mainstreamed" back into regular classes. Children whose home language is not English not only are

taught English but also are taught the traditional school subjects in their home language while becoming proficient in English. Discrimination in schools is forbidden. Efforts are made to equalize opportunity between communities by state-wide equilization of resources. The federal government pours millions of dollars into special projects, particularly for the disadvantaged and the handicapped.

Despite this, the capacity to address the deep-seated conditions seems progressively to diminish at worst or remain constant at best. A 1975 study indicates that 20 percent of U.S. adults "are functioning with difficulty" in five general knowledge areas and four skills (reading, writing, problem solving, and computation). An additional 34 percent have levels of competency barely adequate for daily living.[10] The public and educators are concerned that the average scores on achievement tests continue to decline. Vandalism and violence characterize some schools; while drop-outs, cop-outs, and force-outs remain common in secondary schools.

Conditions such as these cause people to have concern over their children's one-time opportunity for an education. Some strive to maintain privileged conditions for themselves within the public school systems. Some seek what they need in the traditionally available private school alternative. Some seek to develop alternatives within the public schools. And some seek alternatives to the public schools. Some—mostly intellectuals—follow Ivan Illich in the call to "deschool" America.

Incomprehensible to me—and to my Commission colleagues—is the fact that so few have any genuine faith in our capacity to "reschool" America. Equally incomprehensible is the fact that there is no widespread movement to approach the problems of education through the two most logical avenues available, namely *research* and *improved preparation of education personnel.* In other areas of social problems, there would be immediate recognition that institutions can be no better than the people who serve in them, that the quality of service depends upon the quality of the preparation, and that the preparation is dependent upon the knowledge and skills base which grows out of a combination of research, development, and experience gained in practice. Why this society, its colleagues and universities, and our

own profession continue to avoid this approach to teaching and to schools has to be one of the most challenging questions before us.

In each of the essential areas of human service, two kinds of social institution are critical. One is the institution designed to deliver a service to clients (hospitals, courts, clinics, schools). The other is the profession, which develops the expertise base and provides professional practitioners with that expertise. There can be no satisfactory quality in either the service or the results of service without strength in both of these two types of institution. Yet we in education have consistently, over long periods of time, invested heavily in the delivery institutions while neglecting or even derogating research and preparation in teaching effectiveness. Public policy in this area seems seriously inadequate.

In our society, we seem curiously unable to perceive teaching as a professional activity. Our trust is placed in minimally prepared, safe representatives of the dominant elements in the culture. Folkways, conventional wisdom, dedication, and evidence of social compliance remain the primary criteria for the role of teacher. In the almost 150 years since teacher education became institutionalized in normal schools in this country, we teacher educators have had little success in changing this perception and practice. Indeed, we have done little even yet to provide a solid base for a genuine profession. Lemming-like, we seem irresistibly drawn to drown ourselves in the sea of inadequate professional preparedness which a relatively modest input could, over time, alleviate.

It is my own belief and that of the Commission that no effort to improve the schools in America is likely to succeed until substantial progress is made in improving the professional education of teachers and the valid knowledge base upon which it rests.

Professional Culture

The most fundamental characteristic of a profession is expertise in providing an essential social service to society. In each profession there is an ever-expanding body of knowledge and a repertoire of behaviors and skills which the profession as an institution has developed.

Our Commission has chosen to use the term *professional culture* to designate the accumulated knowledge and skill of a profession. It hopes that our profession will adopt this terminology, put it into common use, and strive to achieve a high level of that state of being in its own reality.

Each profession also has a well-developed means of passing on its culture to inductees and for ensuring a safe level of competence and dedication before admission and during service. Customarily, the profession elects to conduct its preparation program from a university base, makes extensive use of practical experiences in the delivery system institutions, and involves the most proficient of the practitioners in the training and examination processes. Accreditation is used to control quality in preparation institutions, while common professional examinations are used in quality control of individuals before admission to practice. Additionally there usually is an extended internship or other form of supervised experience before licensure to practice. Thus do professions become the source of authority for professional practice. Thus do they become the ultimate monitors of ethical behavior and of professional competence. And thus do they retain responsibility for their own governance.

That the teaching profession lacks a precise and well-defined professional culture is no secret to teacher educators. Neither is it unknown to occupational sociologists who study the professions. By them, teaching has been categorized as a semi-profession with little likelihood of becoming a mature profession. A major reason for the classification and prediction is the relative absence of the requisite professional culture.

In *Schoolteacher*, the book by Lortie referred to earlier, there is documentation that a common professional culture does not exist either in practice or in the minds of teachers themselves. There is not even a craft-like culture passed from teacher to teacher. The evidence is that out of personal background, experience, and dispositions, each develops an idiosyncratic mode of coping with the tasks and challenges of the classroom. For the most part teachers prefer relative isolation and autonomy; their acknowledged debt to their profession, their preparation programs, their peers, their principals and supervisors,

and their inservice education is slight indeed. That they tend to appear to behave in similar ways probably is rooted in modeling of their own childhood teachers, in the predominance of conventional wisdom, and in past experiences in relatively similar schools.

That there is no common professional culture for teachers also is attested to by the absence of agreed-upon commonalities in teacher education programs. In other professions, the university-based professionals and scholars are instrumental, through research and development activities, in both generating the common professional culture and passing it on. All too little of this characterizes teacher education at this time.

It appears that massive retooling and reorientation will have to take place in teacher education before this role can be effectively assumed. Making this transformation should be the top agenda for the teaching profession and for teacher education. We bear a heavy burden of responsibility for those conditions in schools which can be attributed to inadequacies in preparation. Both teachers and children have a right to better.

Governance of the Profession

One of the characteristics of professions is that "within broad limits of social accountability, [they] are granted autonomy in control of the actual work of the profession and the conditions which surround it (admissions, educational standards. . . professional discipline)."[11] Arising out of historical accident, the teaching profession has never had this kind of autonomy. Control devolved into the hands of state agencies, probably at the time when normal schools were established, and remained with the state when teacher education became a university rather than a direct state function. Customarily the State Board of Education, advised by the Chief State School Officer, who is in turn advised by an appointed advisory board of professionals, has responsibility for everything in connection with standards for teacher education, certification, and other professional governance matters. Two recent exceptions are the States of Oregon and California where responsibility has been turned over to the organized teaching profession.

The National Education Association (NEA) has developed a *Model Teacher Standards and Licensure Act* (1971) which it hopes to have enacted progressively in the states. The intent is to have the states, within the limits of state law, hand over to the profession full responsibility for standards and program approval in teacher education, for certification requirements, and for actual licensing of teachers. The AACTE has taken an official position against this proposed act, in part at least on the grounds of the low proportion of teacher educators proposed for the standards boards.

Regardless of any momentary relationship problems or any differences over specifics, in principle and in established practice in other professions, governance should be by the organized profession. In principle also, teacher educators should be viewed as professional educators with full membership in the profession and with recognized expert ability to contribute to professional affairs.

From a purely practical point of view, teacher educators have much to gain if control of teacher education were to pass into professional organization hands. The teaching profession has power and influence; teacher education has virtually none. There is almost no chance that the colleges and universities which host teacher education will of their own volition either individually or collectively agree to substantially improve teacher education. Such changes will come about only by outside intervention. That intervention can come only from the profession. Present indications are that the organized teachers are determined to move. Some of us are delighted at the prospects. Others find room for concern and doubt. If we do manage to come together, it will be out of recognition that what we all must have can be achieved in no other way.

The Commission holds that, regardless of the problems to be encountered in the transition, in the long run there is everything to be gained by professional control of teacher education. It urges AACTE to continue its efforts to bring about detente where conflict exists and to do what it can to facilitate collaborative efforts. It makes this recommendation with full awareness that in so doing it may engender conflict between member institutions and our Association. Regrettable as this would be, AACTE cannot avoid the central issue

of quality in the teaching profession simply in order to maintain peace in the household.

Life Space for Teacher Preparation

As noted earlier, professional preparation is an enculturation or a socialization process. In effect, it is the process by which an already generally educated person acquires the knowledge, behaviors, skills, values, ethical principles, and commitments which his profession has developed, organized, used, and preserved for passing on to those who follow. By their nature, professional knowledge and skills are complex and difficult. The consequences of incompetence or error are tragic. For reasons easy to understand, professional preparation is extended in time and concentrated in effort. Mature professions require as much as seven years and more of university-level work. Others accomplish entry-level preparation within a four-year bachelor's program.

None, however, even approaches teacher education in the limits on the life space available for professional enculturation. Engineering and business have the full portion of the four-year program not occupied by general education requirements; this means at least a 75 semester-hour life space. Architecture requires a fifth year. Law and medicine have undergraduate program entry requirements plus three to five years of professional education, to which is added directed service experience following graduation.

Teacher education, much to the contrary, has approximately 20 semester-hours for secondary and 30 semester-hours for elementary school preparation, including student teaching. No internship is provided (some of our institutions unwisely have labelled their student teaching as internship, thus downgrading the meaning of the term).

A major difference between the teaching profession and the other professions—as we all know so well—is that teachers must concentrate on one or more academic teaching fields in addition to whatever else is done. Out of the approximately 120 semester hours available in a degree program, roughly 50 hours are devoted to the common general education requirement, 40 to 50 or more hours to academic specialization in the teaching fields, and the remainder is grudgingly

yielded to professional education, usually only to the extent required by law. To compensate for an inadequate beginning, professional program teachers usually are required or expected to take additional work while in service, following graduation and certification. Such work usually is done either at night when teachers are tired after a day's work and when laboratory and field facilities are not available, or in summer school under pressure conditions and when the schools are not generally available for field experiences.

It would be difficult to invent a more undesirable and inadequate life space for teacher education if one tried. Machiavelli himself could not have done better even if his purpose were to discredit and destroy the teaching profession and the schools.

Enlargement of the teacher education life space is critical to the development of the teaching profession. Since there is no way by which this could reasonably be accomplished within the present four-year degree program, an additional year should be required. The internship, now officially favored by both NEA and AFT, should also be introduced at once. There is no doubt that recent and current developments in teacher education have created a substance and a methodology that requires at least the fifth year. The internship has long been needed and requires no special justification.

To accomplish the change in life space will not be easy. Clark and Marker, in their chapter in *Teacher Education*, state that "There is simply no doubt that the decision has been made to consider teacher education in the college or university as just another undergraduate major for students."[12] The reason for this observation, which under present conditions cannot be contested, lies within the institutions, they point out. Universities have a vested interest in teacher education students (not in teacher education, about which many couldn't care less). Because of the heavy academic program requirement for teacher certification, teacher education students are vital to the survival of many institutions. (Education students currently comprise more than 20 percent of total enrollments, down from nearly 40 percent but still significant.) Either reducing the number of teacher education students or reducing their academic requirements will underpopulate academic programs and wreak havoc in the existing faculties and budgets.

Adding a fifth year will cause second thoughts among those who select teacher education as a cheap way to add professional preparation to a liberal arts degree. Enrollments can be expected to decline at least initially. Universities are unlikely to accept cheerfully the consequences of the proposed life-space changes. Neither can they be permitted to continue denying the public the services of professionally prepared teachers in their schools.

These are the grim realities which must be faced as the question of life space is confronted. If we perceive teacher education as the exclusive property and prerogative of colleges and universities, we cannot win more favorable life space and other important resources than we now have. If, on the other hand, we perceive teacher education as a part of the teaching profession, then we will act so as to get our professional house in order, confront power with power, and become increasingly able to deliver a quality educational opportunity in our schools because of a high level of professional culture. In the long run, even the colleges and universities will value and respect us more, for we will become more compatible with university purposes and expectations.

One of the most haunting problems of the activities of the Commission has been the lack of clear and convincing hard evidence that a valid base for a professional culture really exists. Indeed, we lack agreement among ourselves. Teacher educators and teachers are aware that persistent efforts over long years of time have not answered the "who's a good teacher?" question. The most recent reviews continue to point out the absence of any large amount of evidence that particular instructional strategies are related to pupil performance.

On the other hand, the most recent reports on research activities do appear to be breaking through existing limitations and establishing evidence of relationship between strategies and results, in ways that confirm professional prediction. The level of confidence both in research and in instructional strategies does appear to be rising.

In teaching, as in other professions, practice cannot await proof. Face validity and experience validation of carefully developed practice, based on theory and concept, are useful, so long as their use is as

scientific as possible and the search for higher order validation continues. It is to be hoped that we will not "hoist ourselves on our own petard" on this issue. It is appropriate neither to follow the admonition to "Don't just stand there, do something" or its obverse of "Don't just do something, stand there." Progress based on thoughtful and responsible development is an immediate and urgent need.

Some Highlights of the CEPT Report

Our Commission was born of hope, not of despair. Accordingly, it is not surprising that it found more reason for optimism than pessimism, more challenge than unresolvable frustration. It is not that all is right in teacher education. Indeed, in many ways the opposite situation has been reported. But there is a studied belief that it is possible to put it right.

The Commission has examined professions and finds no inherent reason why teaching does not belong among them. Many deficiencies do exist, however, and these account for both the low status of our profession and to a large extent for problems in the public schools. Undoubtedly the most significant of the deficiencies is the relative absence of a professional culture for the profession. In considerable part this must be related to the neglect of teacher education and to the vicious cycle of circumstances which keeps teacher education ineffective. The Commission has no reservations on its conclusions that the organized teaching profession has to accept much of the responsibility for teacher education; that teacher educators need to be an important segment of the organized profession; that governance of and quality control in teacher education are major concerns of the profession; that the organizational arrangements on campuses should provide not only for a professional school or college but also for the autonomy and status characteristic of other professional schools.

Neither does it hesitate to assert that teacher education will be best when it is campus based with a strong field orientation; that the initial preparation programs should be expanded by at least one academic year at once; that the internship should be introduced for all inductees; that for teachers already in service there have to be generous provisions for quality inservice and continuing education; that

within the expanded life space for teacher education, much more comprehensive preparation must be achieved; and that teacher education must quicken the pace of its adoption of sophisticated and effective educative processes. Teacher education cannot be effective if it is conceived as less than a process of transformation from lay to professional behavior.

We are equally convinced that teacher education has to confront its obligation to expanding the valid knowledge base of the profession through research and development activities; that the possibility of an expanded role for professional education in the emergent concept of human service professions should have our serious attention; that teacher education in its own practice should be the exemplification of the best that is known in education and teaching; that teacher educators in general and deans of education in particular have the obligation to be vigorous spokesmen for and promoters of the right of people to lifelong opportunity to learn, of the need for quality education, and of the interests of the teaching profession and teacher education. Hopefully too, they may become educational prophets in their own villages (universities, schools, and professional organizations).

Finally, we are acutely aware of the fact that there can be neither need of, nor justification for, nearly 1400 institutions preparing teachers. If this continues, there will not be the needed critical mass of resources nor the quality of program which success requires. There must be substantial reduction. Rigorous mandatory accreditation procedures can serve to ensure that only those institutions with adequate commitments and capacities continue. Let the chips fall where they may!

A Lover's Quarrel

In one of his poems, Robert Frost suggested that his epitaph might say, "He had a lover's quarrel with the world." It was in this same sense that our Association established CEPT and that the Commission has done its work. Whatever there is of candor and even seeming harshness is in the spirit of self-criticism, motivated by a desire to do better that which is ours to do. Hopefully, the force of those who quarrel from love will be expanded, both within AACTE and the broader profession.

In 1958 John Gardner was speaker at the 100th Commencement exercise at Cornell University. Looking both backwards and forward—300 years each way—he recounted the amazing achievements which brought us into the middle years of the twentieth century and into the belief that man could control his own social destiny by the invention and manipulation of institutions. Such beliefs, however, led to attacks on institutions when conditions were not satisfactory, with the result that today, "increasingly men rage at their institutions."[13] Then he skips forward 300 years. Societies, and especially those that had been the most advanced, have just emerged from a dark-age period of totalitarianism. Their scholars—once again free to enquire—have sought to discover what had happened in the sudden decline of the twentieth century and what had caused it. For those historians, Gardner observes:

> . . . twentieth century institutions were caught in a savage crossfire between uncritical lovers and unloving critics. On the one side, those who loved their institutions tended to smother them in an embrace of death, loving their rigidities more than their promise, shielding them from life-giving criticism. On the other side, there arose a breed of critics without love, skilled in demolition but untutored in the arts by which human institutions are nourished and strengthened and made to flourish.[14]

He went on to indicate that "the twenty-third-century scholars understood that where human institutions were concerned, love without criticism brings stagnation, and criticism without love brings destruction." Furthermore, "the swifter the pace of change, the more lovingly men had to care for and criticize their institutions to keep them intact through the turbulent passages."[15] The former Secretary of Health, Education and Welfare was, as you will recognize, building the case for responsive, adaptive, self-renewing institutions. He saw the need for discriminating appraisers and modifiers and for discriminating protectors of institutions.

Gardner's insights seem particularly useful at this time. They can help us, during this meeting and beyond it, to understand ourselves. Even more importantly, they can help us to understand more clearly the people who differ markedly from us in view and who make

proposals which to us are unacceptable. Among us are some who appear to fit into the uncritical lover category; to them all is well enough with our professional world, so nothing of great consequence needs to be done. We have around us, and perhaps to some extent among us, unloving critics who despair of us, disdain us, or find us in their way and wish us downgraded or destroyed. And both among us and around us is a cadre of *critical lovers* who, knowing both our strengths and our weaknesses, still believe in our mission and potential and wish to preserve us, significantly modified and improved.

There is, of course, risk in any open exposure of problems and weaknesses. The uncritical lovers may be offended and alienated. Worse still, the unloving critics may add the data to their own and use it in support of their own biases.

In this connection it is useful to observe that often both unloving critics and critical lovers start from the same perception of existing reality and largely agree on a description of symptoms and circumstances. The two types part company, however, when they come to diagnosis, and they disagree violently over prescription. An example is to be found in the issue which is highlighted by the statement that "the university can't train teachers." Another is found in differences of opinion over "culture-specific" or "community-specific" teacher education. In each case there is agreement on the nature of the problem. In each case the "unloving critic" characteristic is found in the choice of rejection rather than modification of what exists. Also it is found in the claim that creating some new institution could and would solve the problem. The dismal history to date of such alternatives in education should at the very least give us pause.

As you will already be aware from our report, the Commission is not in the uncritical lover position with respect to present teacher education. Neither does it defend universities and their performance in teacher education. It does not proceed, however, to reject the university as a major participator in teacher education. Instead, the Commission recommends preserving, modifying, and upgrading university participation, a strong role for AACTE, and extensive involvement of other agencies, organizations, and groups in what would amount to a massive reorientation and change.

It is recognized that the report has had, of necessity, to describe situations and propose solutions which will not be readily pleasing or palatable even to some of our own institutions or to organizations and agencies to which we closely relate. Regrettable as this may be from a personal point of view, it could not be avoided professionally. Improvement cannot come without change; change is rarely if ever accomplished without inconvenience to some. In Shakespearean terms, the rationale has to be ". . . not that I loved Caesar less but that I loved Rome more."

In Conclusion

We began with a somewhat gratuitous assertion that teacher education and the teaching profession are not yet real and that we are but poorly aware even of what it takes to be real. It has been the purpose of our Association and its Commission to heighten our awareness of what is, what should be, and what reasonably could be.

A call goes out for all of us to assume the role of critical lovers and strive to make us real. Perhaps it would be well again to remind ourselves of the Velveteen Rabbit definition of *Real.* It is when we are real to everyone; not just to ourselves. We will be real when society recognizes teachers as highly competent professionals, when our universities and colleges accord us status, when our own profession supports and cherishes us, and when our own self-respect and self-esteem tells us that we are real at last.

Early in our efforts, the Commission encountered an assertion that professions tended to be concerned with "matters of life and death," that semi-professions were not so involved, that teaching did not involve matters of life and death,[16] and that teaching was and will remain a semi-profession.[17] We were struck by the possibility that this perception was unconsciously held by the public and our own profession alike. Also, that failure to recognize the true nature of teaching may be the key to the slow development of the teaching profession. Accordingly, we addressed the issue directly. I should like—in this one instance—to quote directly from our report.

Every moment in the lives of teachers and pupils brings critical

decisions of motivation, reinforcement, reward, ego enhancement, and goal direction. Proper professional decisions enhance learning and life; improper decisions send the learner towards incremental death in openness to experience and in ability to learn and contribute . . . . *To deny the child the skills and qualities of the fully professional teacher exacerbates the assaults on freedom which the custodial school involves, leaves untreated the injuries to attitude and ego which much of mass education renders inevitable, and leaves to chance the kinds of interventions by teachers that open minds and enhance self-images. Therefore, the teaching profession must continue its negotiations with society in behalf of more perfect education for its children. Teaching is definitely a matter of life and death.* It should be entrusted only to the most thoroughly prepared professionals.[18]

Realization of the truth in this position should provide us with all the motivation we need to press on in our quest.

In this room tonight are those who must bear the major share of the burden that lies ahead. In this we have choices. We can seize the initiative; we can be forced; we can be ignored and bypassed; we can be reduced or even destroyed. We can be for something or against. Whatever it is that we choose to do, let it not be nothing. For whether or not we confront the reality of "A Profession—Now or Never" at this time, we cannot avoid the reality that each child gets his or her educational opportunity "now—or never."

FOOTNOTES

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12. David L. Clark and Gerald Marker, "The Institutionalization of Teacher Education," in Kevin Ryan, ed., *Teacher Education*, p. 76.
13. John W. Gardner, "Uncritical Lovers, Unloving Critics," speech presented at the 100th Commencement of Cornell University, 1968, p. 3.
14. Ibid., p. 9.
15. Ibid.
16. Amitai Etzioni, ed., *The Semi-Professions and Their Organization: Teachers, Nurses, Social Workers* (New York: The Free Press, 1969), p. xii.
17. William J. Goode, "The Theoretical Limits of Professionalization," in Etzioni, ed., *The Semi-Professions*, p. 281.
18. Howsam, et al., *Educating a Profession*, p. 15.

The Hunt Lectures

1960
The Dimensions of Professional Leadership
Laurence DeFee Haskew

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Revolution in Instruction
Lindley P. Stiles

1962
Imperatives for Excellence in Teacher Education
J.W. Maucker

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Africa, Teacher Education, and the United States
Karl W. Bigelow

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The Certification of Teachers: The Restricted State Approved Program Approach
James B. Conant

1965
Perspective on Action in Teacher Education
Florence B. Stratemeyer

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Leadership for Intellectual Freedom in Higher Education
Willard B. Spalding

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Tradition and Innovation in Teacher Education
Rev. Charles F. Donovan, S.J.

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Teachers: The Need and the Task
Felix C. Robb

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A Consumer's Hopes and Dreams for Teacher Education
Elizabeth D. Koontz

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Realignments for Teacher Education
Fred T. Wilhelms

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The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education
Evan R. Collins

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Beyond the Upheaval
Edward C. Pomeroy

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Time for Decision in Teacher Education
Lord James of Rusholme

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Ferment and Momentum in Teacher Education
Margaret Lindsey

1975
Drumbeats and Dissonance: Variations on a Theme for Teachers
Calvin Gross

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Now you shall be REAL TO EVERYONE
Robert B. Howsam